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ABSTRACT

The report presents results of a 1996 national survey of New Zealand concerning the provision of Maori language instruction at all levels (early childhood, elementary (primary), secondary, and postsecondary (tertiary)), enrollment rates, student characteristics, and teacher characteristics and qualifications. Data are organized in these categories: enrollment and student achievement in the early childhood sector; enrollment (numbers and program types) and availability of Maori instruction at the elementary and secondary levels, especially for early childhood program students; availability of instruction at the postsecondary level, in different institution types; other Maori language providers (private organizations, heritage organizations); gaps in provision of Maori instruction for specific populations or through distance or correspondence education; gaps in the assessment of Maori language competency; and teacher training and teacher shortages. Eight recommendations are made for increasing availability of Maori teacher training, improving teacher training, language assessment research, increased provision of advanced Maori courses, investigation of distance education options, research on the progress of children having had early childhood Maori instruction, funding to find out what extent the Whanau members of Kohanga and Kura Kaupapa Maori/bilingual units are learning the Maori language, and funding for an increase in the provision of courses in subjects other than Maori. Appended materials include a map of New Zealand regions and two survey instruments. Contains 21 references. (MSE)

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1996 SURVEY OF THE PROVISION OF TE REO MĀORI

Peter J. Keegan

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Te Rūnanga o Aotearoa mō te Rangahau i te Mātauranga
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Te Puni Kōkiri

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Wellington

1997

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EXECUTIVE SUMMARY

This project was commissioned by Te Puni Kōkiri to undertake a stocktake of the provision of Māori language courses in Te Puni Kōkiri regions, in 1996. A summary of the stocktake and gaps identified is given below. Recommendations on how these gaps may be addressed to facilitate the promotion of te reo Māori are outlined in the following section.

Early Childhood Sector

- Close to half of all Māori children in early childhood education are enrolled in kōhanga reo in 1996. The number of enrolments in kōhanga reo is increasing each year. It was estimated that approximately 3500 kōhanga reo graduates would enter the primary sector in 1996.
- There is evidence that some kōhanga reo whānau members are learning the Māori language (N. Benton, 1993). Te Kohanga Reo National Trust began providing courses for whānau members in 1996. Two courses, both approved by the New Zealand Qualifications Authority (NZQA), were offered: Te Ara Tuatahi mō Te Reo Māori (approximately 1200 enrolments) and Te Ara Tuarua mō Te Reo Māori (approximately 180 enrolments). If kōhanga reo is to effect the revival of the Māori language it is imperative that whānau members be able to develop linguistically along with the child (R. Benton, 1993).

Primary/Secondary Sector

- According to the Ministry of Education (1995) 25,284 students were enrolled in Māori-medium programmes in 1995. Approximately 32 percent of those students (8326) were enrolled in a level 1 immersion programme. Enrolment in all levels of immersion education was expected to increase in 1996.
- It is unlikely that all the 3500 kōhanga reo graduates would have had ready access to Māori-medium education in 1996. The primary sector is unable to cope with the influx of kōhanga reo graduates.
- It is unclear whether or not whānau members of kura kaupapa Māori or immersion units had provision for learning Māori language. Whānau members must also be able to continue to develop linguistically beyond kōhanga reo.

Tertiary Education Institutions (TEIs)

- In 1996 most tertiary education institutions were providing courses in Māori language to an advanced level. Currently there are no nationally accepted standards on assessment of fluency in Māori at TEIs. Very few TEIs offered very advanced[1] Māori language courses.
- Other than several institutions which provide some teacher training through the medium of Māori for Māori immersion teacher trainees and a number of Māori culture courses, there were very few courses available in other subjects in which the language of instruction is Māori.

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[1] Very advanced means postgraduate level or equivalent.

Other Māori Language Providers

- Results from the questionnaire (*see* appendix b) administered in early 1996 showed 111 courses offering some of form of Māori language provision to approximately 2200 students.
- Private Training Establishments[2] (PTEs) appear to have provided most of the Māori language provision outside TEIs in 1996. The other active provider was Te Ataarangi.
- There was little evidence that iwi organisations were providing any notable amount of Māori language provision for iwi members. One clear exception was Te Whare Wānanga o Raukawa.
- Most PTE and Te Ataarangi courses were aimed at Māori language learners. Other than Te Ataarangi's Pouako (teacher) course,[3] there was little evidence of advanced Māori language provision available from other providers.
- The results from the questionnaire indicate that little Māori language provision was available for Māori outside institutions[4] providing post-secondary education.

Gaps in the Provision of Māori Language

- There was a crucial gap in the provision of very advanced Māori language courses. This is critical for the future of the Māori language, especially as the majority of Māori language teachers in the near future are likely to speak Māori as a second language.
- There was little evidence that Māori language provision is widely available for those in full-time employment.
- There was little evidence of Māori language provision through distance education, i.e., other than the Correspondence School and the University of Waikato.

Gaps in the Assessment of Māori Language Competency

- Currently there are no nationally accepted standards or research-proven methods of assessing levels of Māori language competency.

Māori Language Teacher Training and the Lack of Māori Language Teachers

- There is a critical shortage of Māori language teachers, especially in the primary/secondary school sector.
- Almost 40 percent of Māori language teachers responding to the questionnaire had no formal education qualifications. There were no data on the qualifications held by Māori language teachers in the primary/secondary school sector.

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[2] The Education Amendment Act 1990, s.159 defines "Private Training Establishments" as an "establishment other than an institution, that provides post-school education or vocational training".

[3] Te Ataarangi Pouako course is a 1-year full-time course taught through Waikato Polytechnic; a high degree of fluency in Māori is required to gain entry to the course.

[4] Institutions here includes: universities, colleges of education, and polytechnics/institutes of technology.

RECOMMENDATIONS

It is recommended that:

1. The number of Māori language teacher trainees be increased to levels in line with the recommendations made by Spolsky (1987).[5] Calculations will need to take into account the exodus of Māori language teachers from the teaching profession. Urgent research is required to ascertain why, and how many, Māori language teachers are leaving the teaching profession.

2. Increased funding be made available for further in-service training of practising Māori language teachers to enable them to increase their Māori language competency and professional qualifications.

3. Funding be made available for the development of research instruments for assessing levels of Māori language fluency and competency.

4. Funding be made available for an increase in the provision of very advanced courses in Māori language.

5. Funding be made available to investigate distance education via computer. This needs to be considered as an alternative method of providing Māori language courses, and Māori language in-service teacher training. One possible option for distance education is the Internet, in particular the World Wide Web which already has extensive audio conferencing facilities.

6. Funding be made available for research to find out "the fate" of kōhanga reo graduates, i.e., how many are entering Māori-medium programmes, and the outcomes for them. Research is also required to determine whether there are barriers preventing kōhanga reo graduates from entering immersion education, and if so, how might these barriers be reduced.

7. Funding be made available for research to find out to what extent the whānau members of kōhanga and kura kaupapa Māori/bilingual units are actually learning the Māori language, and if they are not, what are the barriers preventing them.

8. Funding and other incentives be made available for an increase in the provision of courses in subjects other than Māori language and teacher training taught through the medium of Māori.

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[5] Spolsky (1987, p. 21) suggests a "rough projection" of one qualified Māori bilingual teacher for every 30 Māori students in bilingual programmes.

OVERVIEW

Introduction

This project was commissioned by Te Puni Kōkiri to undertake a stocktake of the provision of Māori language courses in Te Puni Kōkiri regions, in 1996. The stocktake has been divided into 3 groups. The first group covers Māori language provision available from the early childhood sector to the primary/secondary school sector. The second group covers Māori language provision available from tertiary education institutions (TEIs). The third group covers data available from Māori language providers not covered by the first 2 groups.

Early Childhood Sector

Kōhanga reo are clearly playing a major role in Māori language revitalisation. Government reviews (Pere & Puketapu, 1990; Government Review Team, 1988) and other studies (Hohepa & Urlich Cloher, 1995) highlight the positive contribution kōhanga reo make to Māori society. At present close to half of all Māori children in early childhood education are enrolled in kōhanga reo. The number of enrolments in kōhanga reo is increasing each year. Some kōhanga districts (*see* figure 2) had higher numbers of students and kōhanga reo than other districts. The 2 urban regions, Tamaki (Auckland) and Ikaroa (Wellington) had high numbers of students and kōhanga reo. The rural districts Kahungunu (Hawke's Bay/Wairarapa) and Taitokerau (Northland) also had high numbers of both kōhanga reo and students. Two rural districts Waipounamu (South Island) and Tairawhiti (East Coast) had a higher ratio of kōhanga reo to numbers of students (i.e., lower numbers of students at each kōhanga reo) than other districts. This may have been because both these districts cover large geographical areas of low population. An important factor which is unclear is the extent of waiting lists of individual kōhanga reo or kōhanga reo in certain "local tino rangatiratanga units". If there are kōhanga reo with large numbers of students on waiting lists who cannot be accommodated due to either lack of physical space or lack of kaiako, then a barrier to participation in Māori language learning exists.

There are clear examples (N. Benton, 1993; Royal-Tangaere, 1992) that kōhanga reo whānau members are actively learning Māori language. Te Kohanga Reo National Trust began providing courses for whānau members in 1996, offering 2 NZQA-approved courses[6]: Te Ara Tuatahi mō Te Reo Māori (approximately 1200 enrolments) and Te Ara Tuarua mō Te Reo Māori (approximately 180 enrolments). Te Ara Tuatahi course was devised for whānau members with no knowledge of Māori language, Te Ara Tuarua course for those with some knowledge of the language. It was expected that enrolments for both courses will increase significantly in 1997. R. Benton (1993) considers that if kōhanga reo are to effect the revival of Māori language it is imperative that whānau members be able to develop linguistically along with the child. Research needs to be undertaken to determine to what extent kōhanga whānau members are actually learning Māori language, and if not, what the barriers are which prevent them from doing so.

In 1991 Te Kohanga Reo National Trust was granted private training establishment approval to enable it to deliver programmes for training kaiako. The "Tino Rangatiratanga Whakapakari Tohu"

[6] These 2 courses were not included in this project.

training programme,[7] which was established by Te Kohanga Reo National Trust in 1992, had approximately 600 enrolments in 1995 (Ministry of Education). Te reo is an essential component of this programme, but how te reo component of the Trust's Te Whakapakari training programme would compare with levels of Māori offered by a TEI is unknown.

There are kōhanga reo operating which are not affiliated to Te Kohanga Reo National Trust. It is unclear whether non-affiliated kōhanga are increasing in number, and if so, why; this was not investigated.

Primary/Secondary Sector

Despite consistent increases each year since 1992 (*see* figure 4) in the number of students enrolled in Māori-medium programmes, it is unlikely that all of the approximately 3500 kōhanga reo graduates would have had ready access to Māori-medium education in 1996. The consequences of lack of further education in Māori for kōhanga reo graduates are well illustrated by R. Benton (1993) who wrote "As many Maori parents already know to their bitter disappointment, where the language is concerned, three or four years' effort in kohanga can be undone in three or four months at school"(p. 12).

The Education Review Office (1995) estimates there will a minimum of 53 kura kaupapa Māori by the end of 1998. However it is well known (Education Review Office, 1995) that there a is critical shortage of Māori language teachers skilled in immersion teaching and lack of provision for further training for practising teachers. According to the Ministry of Education (1996) in 1995 there were approximately 600 enrolments in bilingual and immersion teacher education programmes.

Although the number of teachers training in bilingual and immersion education programmes has increased, anecdotal evidence suggests that numbers of Māori immersion teachers are leaving the teaching profession to pursue other careers. The dropout rate of Māori immersion teachers from teaching needs to be quantified and taken into account in future calculations of Māori immersion teacher requirements.

The Education Review Office (1995) has expressed concerns about the lack of fluency of some practising Māori-medium teachers in kura kaupapa Māori; without a doubt the same scenario exists in mainstream bilingual units.

It is also unclear whether there is provision for whānau members of kura kaupapa Māori or immersion units to learn Māori language. Whānau members must be able to continue to develop linguistically beyond kōhanga reo to enable them to provide Māori language support for their children outside classroom hours.

Children attending both bilingual units/kura kaupapa Māori and kōhanga reo need to be able to exercise and develop their Māori language skills in domains outside the classroom. If Māori language is only heard and used in the classroom it becomes the language of the classroom, and the language used in all other domains is English. The use of language in domains other than school (i.e., the community) is essential for language revitalisation (Fishman, 1991).

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[7] Tino Rangatiratanga Whakapakari Tohu was not included in this project, although it undoubtedly does contribute to Māori language provision.

Tertiary Education Institutions

Most tertiary education institutions in 1996 provide courses in Māori language to an advanced level. Other than several institutions which provide some teacher training through the medium of Māori for Māori immersion teacher trainees and a number of Māori culture courses, there are very few courses available in other subjects in which the language of instruction is Māori. This means that for kōhanga reo/kura kaupapa Māori graduates attending a TEI in 1996 and wanting to further their education through the medium of Māori, other than some teacher training courses, the only available courses are in Māori language.

In 1992 the University of Waikato introduced the "Tohu Paetahi degree". The aim of this degree was to offer Māori as the major subject (taught in Māori) with support subjects also through the medium of Māori. Four years later it appears that little if any progress has been made towards achieving this goal. There are still only a few courses at Waikato University in subjects other than Māori, available through the medium of Māori. Whilst there are a number of Māori teachers in other departments of the university, the vast majority lack the level of fluency required to offer their papers through the medium of Māori. Another key provider of Māori immersion education, Te Whare Wānanga o Raukawa, is not yet offering a full undergraduate degree programme through the medium of Māori in any subject other than Māori language.

Some TEIs offer Māori language courses at a highly advanced level, i.e., a postgraduate level. These TEIs include the University of Auckland, University of Waikato, and Victoria University of Wellington. Students undertaking theses through the Waikato University's Māori department must write their theses in Māori. However, the number of students undertaking postgraduate studies in 1996 in Māori language is likely to be only a small percentage of the Māori TEI student population. As standards of achievement in Māori language are set by individual universities, it is difficult to determine whether or not the standards are the same at every university.

Other Māori Language Providers

This section looks at the results of a survey of Māori language providers other than TEIs. A questionnaire was administered in early 1996. Results showed 111 courses offering approximately 2200[8] students some of form of Māori language tuition during the 1996 calendar year. Māori language provision outside TEIs was very limited in terms of the number of courses and student placements available in those courses. Over all, the survey did not uncover much "grassroots" Māori language provision in 1996. This observation will need to be validated by further research. However, if there is little provision of Māori language in the regions, then there is little possibility of increasing the numbers of Māori language speakers to a level that would ensure the survival of the Māori language as a living language. Māori language revitalisation efforts can ill afford to rely only on the efforts of kōhanga reo, bilingual and immersion education initiatives, and TEI courses to ensure the survival of the language.

The questionnaire showed that other than mainstream institutions, PTEs appeared to have provided most of the Māori language provision outside TEIs in 1996. The other active provider was Te Ataarangi Inc. Many of these courses appeared to be funded by the government through programmes

[8] This figure is based on the maximum number of students whom providers could accommodate in their courses.

such as TOPs (35 courses, i.e., 32 percent of all courses) and Lottery grants (15 courses, i.e., 14 percent of all courses). Nine of these courses were funded through koha only. Four courses received funding through an iwi organisation.

Over half the Māori language providers answering the questionnaire stated that their course was not part of a structured programme. It is difficult to determine what exactly happens in courses that are not part of structured programmes. Some providers noted that they were waiting for the New Zealand Qualifications Authority (NZQA) to release the unit standards for Māori language. At the time of writing no one knows exactly when these particular unit standards will become available. The lack of structure in courses may be a reflection of the fact that most courses have begun in recent years.

The questionnaire results show most non-TEI courses were located at either a PTE (44 percent) or a marae (42 percent). Fewer than half of the courses (45 percent) were full-time year-long courses. Seventeen percent (19 of 111) of the courses were 6-month courses, 12 percent were 3-month courses. It appears courses were generally full-time block courses, or several hours a week where aimed at those in full employment.

Most Māori language courses surveyed did not have age or qualification restrictions. A notable exception was the 35 TOPs-funded courses to which TOPs entry criteria apply. TOPs courses also have number restrictions on each course. Few other courses had number restrictions. Few courses accommodated large numbers of students.

Most courses identified in the questionnaire were aimed at Māori language learners. Other than Te Ataarangi's Pouako course, there is little evidence of advanced Māori language provision available from the non-TEI providers who responded to the questionnaire.

Forms of assessment used in courses mainly consisted of written and oral tests. Course evaluations were ascertained by self/peer review, and oral and written feedback.

Data were obtained from 127 Māori teachers teaching 111 courses. Of the 127 teachers, 3 were non-Māori. Sixty-six teachers (52 percent) were female and 61 (48 percent) were male. Fifty teachers (39 percent) stated that they had no formal qualifications (there was no significant relationship between age and formal qualifications of the teachers). The proportion who lack formal qualifications appears high. No data were available on formal qualifications of Māori language teachers in other institutions (TEIs). Māori language teachers lacking formal qualifications are disadvantaged both professionally and financially. There is a need for in-service training for Māori language teachers that will result in those teachers gaining formal qualifications.

One important finding from the questionnaire results was the significant relationship between the age of teachers and their native speaker ability. Teachers in the 21- to 30-year age group were much less likely to be native speakers of Māori than teachers in the older age groups. This indicates that the chance of recruiting native speakers of Māori as teacher trainees will be more difficult until a significant number of Māori students graduating from either bilingual units or kura kaupapa Māori enter teacher training programmes.

Gaps in the Provision of Māori Language

There is a crucial gap in the provision of very advanced Māori language courses. Other than the postgraduate programmes offered by some universities, the only other very advanced courses for

which details were found are Te Ataarangi's Pouako course and Te Taura Whiri's kura wānanga.[9] This gap is critical for the future of the Māori language, especially as the majority of Māori language teachers in the near future are likely to speak Māori as a second language. If Māori language teachers (i.e., second language learners) are not able to upgrade their own Māori language skills, then the variety (system of linguistic expression) of Māori passed on to their students is likely to be a non-grammatical variety, heavily influenced by English-language structures. It has been observed that such non-grammatical varieties of Māori are likely to be incomprehensible to older very fluent native speakers of Māori. It must be noted that many Māori students have limited exposure to Māori language outside the classroom. These students are likely to replicate the version of Māori spoken by their teachers, which in many cases is probably non-standard.

The only evidence of Māori language provision through distance education were courses provided by the Correspondence School and the University of Waikato's intermediate distance education Māori language courses, Te Pihinga 1 and 2.

There is little evidence that iwi organisations are providing any notable amounts of Māori language provision for iwi members. One clear exception is Te Whare Wānanga o Raukawa.

Gaps in the Data on the Provision of Māori Language

One of the difficulties of attempting to undertake a stocktake of Māori language provision is that there are no widely accepted measures of fluency in Māori language. Te Taura Whiri i te Reo Māori licenses translators and interpreters of Māori. This is probably the only widely accepted measure of a high degree of fluency in Māori. Each TEI sets its own standards of fluency, possibly based on the intuitions of individual or collective groups of Māori language teachers. Te Ataarangi only accepts very fluent speakers into its Pouako course, based on Te Ataarangi's standards of fluency. The Education Review Office (1995) notes:

> There is currently no agreed standard of fluency required of teachers in kura. This lack of explicit standard and the varying degrees of fluency in te reo Māori of board members of kura mean there is no way of knowing nationally or locally what standard of Māori language is promulgated by teachers let alone being achieved by students. (p. 12)

There are no standardised research-based assessment instruments available for Māori language teachers in kura kaupapa Māori or bilingual units. This is an urgent research topic that requires prompt attention in order to aid the facilitation of Māori language provision.

Another gap in data on the provision of Māori language is lack of recent research[10] on support given by Māori communities for Māori language. R. Benton's (1993) paper stresses the need for

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[9] These "kura wānanga" are 1-week courses held at various marae, 3 or 4 times a year. Recent kura wānanga have only lasted 3 or 4 days.

[10] The recent survey undertaken by Te Taura Whiri i te Reo Māori targeted randomly selected households rather than communities as in the sociolinguistic survey undertaken by NZCER in the late seventies (*see* Benton (1991) and references therein).

kōhanga students to use Māori in domains other than kōhanga reo. Communities such as Ruatoki, where Māori language is still retained as a community language by a significant proportion of the community, provide essential language support for members learning Māori language. It is unknown to what extent, if any, urban or other rural Māori communities support Māori language learning.

DATA COLLECTION

This section describes the division of data collection and how data were obtained for this project.

Division of Data Collection

Data for this project were collected in February and March 1996. Māori language provision was divided into 3 separate sections:

- Early childhood to secondary provision.
- Māori language provision available in TEIs.
- Māori language provision other than the first 2 sections.

Early Childhood to Secondary Provision

Data for this grouping were obtained from the Demographic and Statistical Analysis Unit of the Ministry of Education. These give enrolments at July 1995. Data for 1996 will not be collected until July 1996 and were not available until the later part of the 1996 calendar year. Predictions for 1996 were based on calculating the average growth per year since 1992. Early childhood centres using Māori as the medium of instruction and kōhanga reo not affiliated to Te Kohanga Reo National Trust were not included in this project. There were no accurate figures on the number of kōhanga reo not affiliated to Te Kohanga Reo National Trust in 1996, and whether the number is increasing or not.

Māori Language Provision Available in TEIs

These data come from information provided from TEIs in February and March 1996. Information was obtained from calendars, handbooks, and telephone interviews with the various institutions. In many instances this information described courses that particular institutions intended to offer. The time constraints of this project prevented follow-up to ascertain student numbers or whether all courses actually proceeded. It is possible that some calendars or handbooks contained courses which were not being offered and there were courses being offered which were not documented. It is also possible that some courses may not have proceeded due to lack of teaching staff, lack of students, or some other reason.

All courses were categorised as being:

1. Māori language (predominantly taught through English), or
2. Immersion (any course, including Māori language courses taught through the medium of Māori), or
3. Te Reo (Māori language) component courses.

Te Reo component courses were courses other than Māori language that had an identifiably strong Māori language component.

Māori language courses were further divided into 3 categories equivalent to years one, two, and three of a 3-year course. These categories were labelled beginners, immediate, and advanced. They are based on the information provided by the TEIs. It is possible that the institutions may disagree with

this classification of their courses. Anecdotal evidence suggests that there are wide variations in standards of courses offered by different institutions.

Māori Language Courses Other Than TEIs Survey

Information on Māori language courses other than TEIs and the early childhood and school sectors was obtained through a questionnaire designed by NZCER. The questionnaire was distributed to all Māori language course providers in February and March 1996 by Te Puni Kōkiri regional staff.

Questionnaire Design

In December 1995, a trial questionnaire was sent out to a number of providers by Te Puni Kōkiri regional staff in 4 regions. Eight responses were obtained. The questionnaire was subsequently modified in the light of those responses.

Sampling

An attempt was made to survey all providers identified. The final questionnaire was forwarded to Te Puni Kōkiri regional staff in February 1996. Lists of possible Māori language providers, such as Māori PTEs and Māori groups receiving funding through "Te tau o te reo Māori" Lotteries grants were forwarded to Te Puni Kōkiri regional staff. Te Puni Kōkiri staff were asked to use their extensive knowledge of local Māori networks to locate other Māori language providers. Regional staff sent the questionnaire to all known Māori language providers within their own regional boundaries (*see* Appendix A). It is difficult to ascertain the exact response rate on a regional basis. Some Te Puni Kōkiri regional staff returned details on all providers in their regions including those who did not wish to respond. One regional staff member noted some of the reasons given by groups approached for not taking part in the survey:

> 1. Lack of availability of qualified tutors.
> 2. Those that were able to teach were unable to, because of the following reasons—
>   (a) They were Kaumatua, and are either immobile, or getting too old, and do not like going out at night, in the winter especially.
>   (b) Others able to teach were heavily overworked.
> 3. Sick of these types of surveys where Māori input is sought for free, to the advantage of, or to justify other people's statistics/employment, with no new resources, assistance, or changes at grassroots, particularly for this rohe.[11]

It is likely that other Māori language providers failed to respond to the survey for the same reasons. On the other hand, some providers commented in their responses to the questionnaire that they were pleased to participate in this survey and interested to find out the results. Several providers suggested that this type of survey should be undertaken more often.

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[11] Rohe means "district" or "region".

Other regions did not give sufficient details about the providers who did not respond in order to gauge an accurate response rate on national basis.

Analysis

Responses from the survey of other Māori language providers gave details on 111 courses and 127 teachers; these details were transferred into SAS data sets and frequencies and cross-tabulations were produced for all questions. Cross-tabulations were tested for significance using chi-square tests. Some analyses focused on the courses, some on the teachers, and a few on the providers. Comparisons were made between different teacher variables such as teacher age, whether teachers had formal qualifications, and whether teachers were native speakers of Māori.

Interpretation of Tables and Statistics

Unless otherwise stated, all table percentages are calculated from the total number of respondents to each question. All column percentages do not total to 100 percent as, for some questions, it was possible to select more than one category. Rounding of percentages may also affect column totals. The phrases "more likely" or "significant" are used to indicate statistical significance. Only differences with a probability equal to, or more significant than, 0.05 are reported, i.e., there is a 95 percent chance that the difference is in fact a reality.

RESULTS

The section presents the results of the project in 3 parts: first, the early childhood to secondary school sector; second, the TEI sector; and third, Māori language courses available in the non-TEI sector.

Early Childhood to Secondary School Sectors

Early Childhood Māori Language Provision Data

Overall Statistics at 1 July 1995

According to the Ministry of Education (1996, p. 18) a total of 159,402 children were on the regular roll of an early childhood service. There were 29,856 Māori students on a regular roll of an early childhood service.

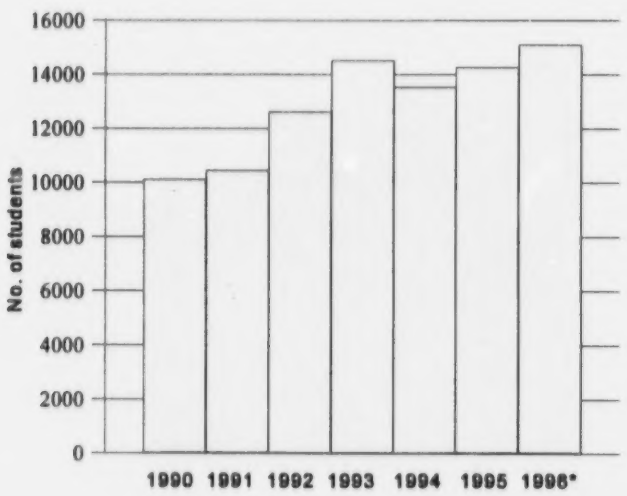
Kōhanga Reo

The number of Māori students attending a kōhanga reo at 1 July 1995 was 14,263. Kōhanga reo students accounted for 46 percent of all Māori student enrolments at an early childhood service.

If the number of students attending kōhanga reo continues to grow at the same rate as it has since 1990, calculating the increase by the average increase since 1990, it can expected that perhaps 15,094 students attended kōhanga reo in 1996. This is shown in figure 1. The only other early childhood service using 100 percent Māori as the medium of instruction in 1995 consisted of 5 regular childhood care centres. Data from those 5 centres and from kōhanga reo not affiliated to Te Kohanga Reo National Trust were not included.

Figure 1

Growth in Kōhanga Reo Enrolments Since 1990



(1996* = 1996 estimate)

Te Kohanga Reo National Trust's vision is to increase kōhanga reo student numbers to 75 percent of all Māori children in early childhood education by 1998. In 1995, 46 percent of all Māori children in early childhood education were enrolled in kōhanga reo. It is difficult to predict whether growth rates will increase to the levels desired by Te Kohanga Reo National Trust, or at what rate growth will continue and for how long.

Numbers of Kōhanga Reo and Students by District

Te Kohanga Reo National Trust classifies kōhanga reo into 12 districts based on waka or iwi groupings. Districts[12] were further divided into "local tino rangatiratanga units". The numbers of students and kōhanga reo in each district are given in figure 2.

Figure 2

Numbers of Kōhanga Reo and Students on a District Basis in 1995

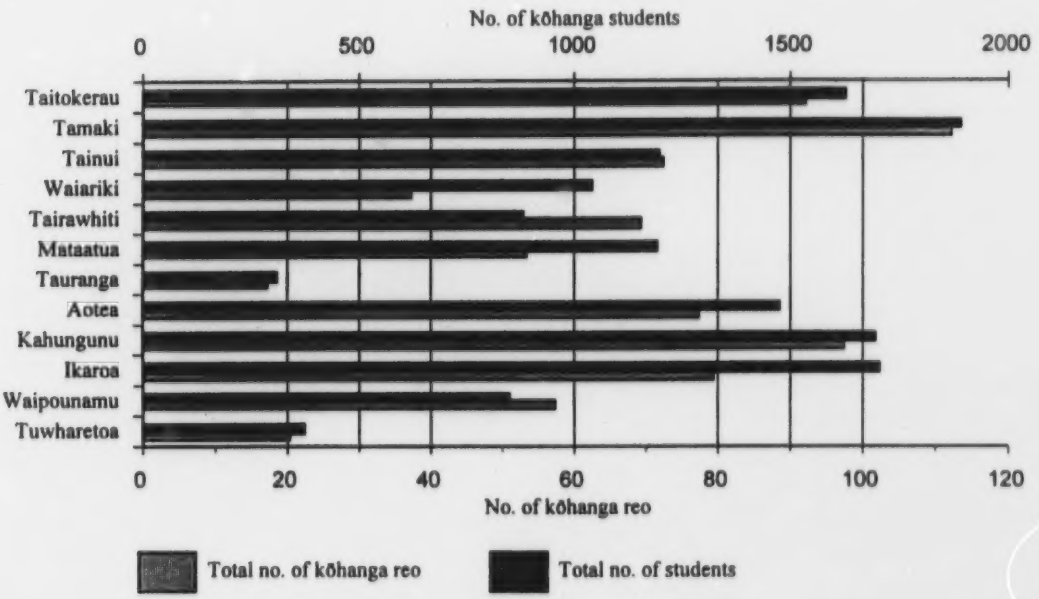


Figure 2 shows that 2 urban districts, Tamaki[13] and Ikaroa,[14] had the highest numbers of kōhanga students. Outside these urban areas, Kahungunu[15] and Taitokerau[16] also had high numbers of students. Two rural districts, Waipounamu[17] and Tairawhiti,[18] had a higher ratio of kōhanga reo to numbers of students (i.e., lower numbers of students at each kōhanga reo) than other districts. This may be because both these districts covering large geographical areas of low population.

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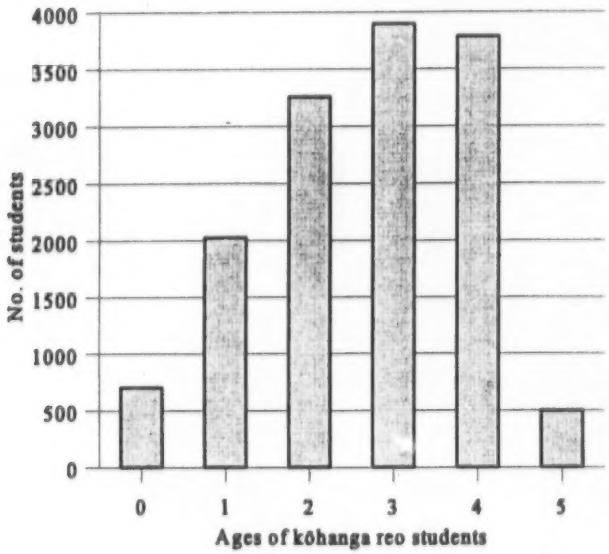
[12] To our knowledge districts in 1996 are no longer divided into "tino rangatiratanga units" (TRUs).
[13] Tamaki district covers the Auckland urban area.
[14] Ikaroa district covers the Wellington urban area.
[15] Kahungunu district covers Hawke's Bay and Wairarapa.
[16] Taitokerau district covers Northland.
[17] Waipounamu district covers the South Island.
[18] Tairawhiti district covers the East Coast of the North Island.

Kōhanga Reo Students by Age at 1 July 1995

The ages of kōhanga reo students at 1 July 1995 are given in figure 3. It is estimated that at least 3500 kōhanga reo students would have entered either a primary school or a kura kaupapa Māori in 1996.

Figure 3

Kōhanga Reo Students by Age at 1 July 1995



Although the number of Māori children attending kōhanga reo is seen as a positive achievement, there are currently no statistics available on waiting lists of kōhanga reo. It is possible that some children are missing out on kōhanga reo due to full rolls at particular kōhanga reo.

Provision of Māori Language at Schools Data

Data on Māori Students at 1 July 1995

According to the Ministry of Education, there were 684,896 students enrolled at schools in New Zealand at 1 July 1995. Of the regular class students,[19] 20 percent were identified as being of Māori descent. On 1 July 1995, 22,809 (almost 16 percent) Māori students were enrolled in a Māori-medium programme (i.e., an immersion programme), and 2473 (less than 3 percent) Māori students were enrolled in a kura kaupapa Māori.

Māori-medium Programmes at Schools

Māori-medium education programme enrolments have increased annually since 1990. There were 15 percent more students enrolled in 1995 than in 1994. Figure 4 shows growth rates by level of

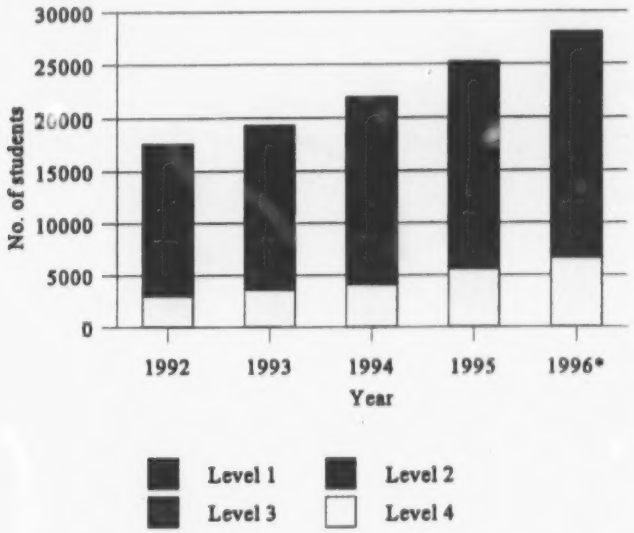
[19] Regular class students excludes those in special education programmes.

immersion[20] since 1990. The 1996 estimate given in figure 4 is based on calculating the average growth rate of each level of immersion since 1990.

There are 4 levels of Māori immersion education: Level 1, 81–100 percent instruction in Māori; level 2, 51–80 percent; level 3, 30–50 percent; and level 4, <30 percent.

Figure 4

Students in Māori-medium Programmes by Level of Immersion



(1996* = 1996 estimate)

The number of students enrolled in each level covers students from new entrants to form 7. The Ministry of Education does not collect data on student numbers per class (i.e., new entrants, J1, J2, standards 1–4, forms 1–7), on the basis of level of immersion.

Even if the growth rates in immersion education as suggested in figure 4 are achieved, it is likely that less than 20 percent of all Māori students would have been in some level of immersion education in 1996. The majority of Māori students would have been enrolled in English-medium programmes.

In 1995 there were 8326 students enrolled in level 1 programmes. Almost 30 percent (2473) of the level 1 Māori students attended a kura kaupapa Māori. In 1995 approximately 7 percent of all Māori students were in a level 1 immersion programme. If the predicted growth rates for 1996 are achieved, approximately 10 percent of all Māori students would have been enrolled in a level 1 immersion programme.

It is unlikely that all the estimated 3500 kōhanga reo graduates would have had the option of continuing their education through the medium of Māori in level 1 immersion setting.

There is some research (Reedy, 1990, 1990a, 1990b, 1991, 1991a, 1992) that indicates that level 1 immersion, i.e. kura kaupapa Māori, enhances Māori language skills learnt at kōhanga reo. However, there are no data on how effective the level 2, 3, and 4 immersion programmes are in maintaining or

[20] The Ministry of Education bases Māori language funding on the number of students receiving instruction in each level at a school.

enhancing the Māori language skills of kōhanga reo graduates. It is highly likely that many Māori students in such programmes will never acquire a high degree of Māori language proficiency. There is simply too little classroom time to provide an effective Māori language learning environment (*see* R. Benton, 1993). Māori students who have exposure to high-quality Māori language outside the classroom have much better chances of gaining competency in Māori language.

The increase in Māori language provision at all levels of Māori-medium education is seen as positive; however, this may not necessarily be a full reflection of the demand for Māori language provision.

Tertiary Education Institutions

Māori Student Participation at TEIs at 1 July 1995

According to the Ministry of Education 23,031 students (10.9 percent of all students) enrolled in tertiary institutions at 1 July 1996 identified as Māori. Of those 23,031 Māori students, 11,913 students (almost 52 percent) were enrolled at a polytechnic; 9128 students (almost 40 percent) were enrolled at a university; 1532 students (less than 7 percent) were enrolled at a college of education; and 458 students (slightly less than 2 percent) were enrolled at a wānanga.

In 1995, 25 polytechnics, 7 universities, 5 colleges of education, and 2 wānanga received funding through the Ministry of Education.

Māori Language Provision Available in Tertiary Institutions[21] in 1996

Overall Provision

Māori language provision in tertiary institutions is classified into 3 streams.

- The first stream is Māori language courses. This stream is divided into 3 levels: beginners, intermediate, and advanced.
- The second stream is immersion, i.e., provision in subjects (including Māori language) available through the medium of Māori.
- The third stream is courses taught which have a strong Māori language (te reo) component.

The total number of courses available, under this classification is given in table 1.

Table 1

Māori Language Courses Available at Tertiary Institutions in 1996
Based on Level of Māori Taught

	Beginners	Intermediate	Advanced	Immersion	Te Reo Component	Total
Polytechnics	68	42	26	57	36	229
Colleges of education	23	16	17	84	23	163
Universities	45	45	28	32	37	187
Total	136	103	71	173	96	579

[21] Only includes universities, colleges of education, and polytechnics.

Table 1 shows that as a whole there were more beginners courses, followed by immediate courses, and fewer advanced courses at each grouping of institutions. This is to be expected. Table 1 also shows the highest number of immersion courses were at colleges of education. This was due to the high number of immersion courses available for Māori-medium teacher training. The following sections describe the provision available at each grouping of institutions.

Overall Provision Available from Polytechnics

Māori language provision available from polytechnics is given in table 2.

Table 2

Māori Language Courses Available at Polytechnics in 1996 Based on Level of Māori Taught

	Beginners	Intermediate	Advanced	Immersion	Te Reo Component	Total
Northland	2	1	-	-	1	4
A.I.T.	3	1	1	-	6	11
Unitech	6	3	2	5	7	23
Manukau I.T.	2	1	1	3	2	9
Waikato	3	1	3	-	-	7
Bay of Plenty	4	5	3	12	-	24
Waiariki	6	8	2	12	6	34
Hawke's Bay	4	-	-	-	-	4
Tairawhiti	6	8	2	12	-	29
Wanganui	2	1	1	-	-	4
Manawatu	5	-	1	-	5	11
Whitiriea	4	2	1	-	3	10
C.I.T.	-	-	-	-	3	3
Hutt Valley	1	1	-	-	-	2
Wellington	1	1	-	-	2	4
Wairarapa	1	-	-	1	-	2
Nelson	2	1	1	-	-	4
Christchurch	6	3	4	-	-	13
Aoraki	1	-	-	-	-	1
Otago	3	-	1	-	1	5
Southland	4	1	-	-	-	5
Total	68	42	26	57	36	229

Table 2 shows that almost all polytechnics provide Māori language provision from beginners to advanced level. The exception is the Central Institute of Technology (C.I.T.), which has 3 Māori studies programmes each offering a high proportion of Māori language provision. Two polytechnics, Telford Rural and The Open Polytechnic of New Zealand, did not offer Māori language courses. The polytechnics offering more Māori language courses tended to be those located in the major urban areas and those located in areas where a significant proportion of the population is of Māori descent.

Overall Provision Available from Colleges of Education

Māori language provision available from colleges of education is given in table 3.

Table 3

Māori Language Courses Available at Colleges of Education[21] in 1996 Based on Level of Māori Taught

	Beginners	Intermediate	Advanced	Immersion	Te Reo Component	Total
Auckland	3	3	2	48	1	57
Palmerston North	5	1	1	34	7	48
Wellington	8	6	5	8	4	31
Christchurch	2	2	4	-	3	11
Dunedin	3	2	1	2	10	18
Total	21	14	13	92	25	165

Table 3 shows all colleges of education offered Māori language provision from beginners to an advanced level. The Auckland and Palmerston North Colleges of Education had specific training programmes for sizable numbers of teachers aiming to teach in kura kaupapa Māori and bilingual units. This explains the large number of immersion programmes at these institutions.

Overall Provision Available from Universities

Māori language provision available from universities is given in table 4. Almost all universities offered Māori language courses from beginners to advanced levels. The high number of immersion courses at Waikato University is due in part to the inclusion of the former Hamilton Teachers College. The relatively large number of Māori language component courses available at Waikato University is associated with the fact that this university has the largest Māori student body of any institution in New Zealand.

Table 4

Māori Language Courses Available at Universities in 1996 Based on Level of Māori Taught

	Beginners	Intermediate	Advanced	Immersion	Te Reo Component	Total
Auckland	7	6	4	-	7	24
Waikato	7	13	7	25	17	69
Awanuiarangi	4	2	3	-	2	11
Massey	4	2	5	1	1	13
Raukawa	5	4	1	-	-	10
Victoria	8	6	4	1	7	26
Canterbury	5	6	2	-	2	15
Lincoln	2	2	2	-	-	6
Otago	3	4	-	5	2	14
Total	45	45	28	32	38	188

Māori Language Courses at Tertiary Institutions

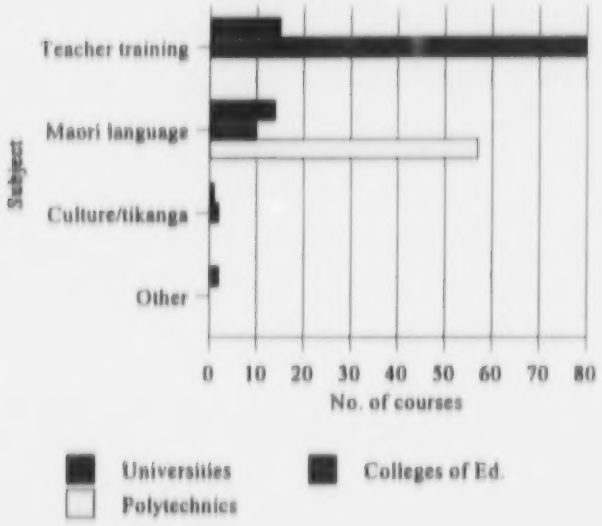
Figure 5 displays the total number of Māori language courses, i.e., beginners, intermediate, and advanced (as listed in table 4) available at tertiary institutions on the basis of subject. Most Māori language courses available at tertiary institutions were a component of teacher training. Teacher training courses included subjects taught through the medium of Māori.

[21] Hamilton Teachers College is now part of Waikato University.

Figure 5

Māori Language Courses Available at Tertiary Institutions

(N = 310)



Māori Language Immersion Courses at Tertiary Institutions

Subjects available at tertiary institutions through Māori immersion are given in figure 6.

Figure 6

Immersion Courses by Subject

(N = 173)

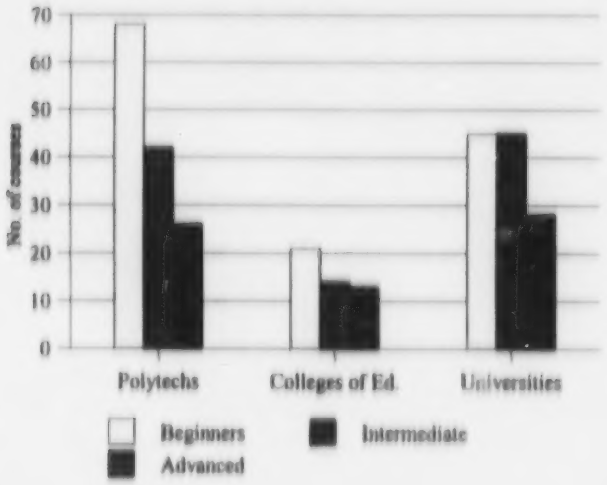


Figure 6 shows that almost all the immersion courses available were either Māori language or teacher training courses. Immersion education was used for several Māori culture/tikanga courses, and "other" includes one computer science course at Waikato University and one course in Māori language and policy development at Massey University.

This means that TEIs were not providing courses through the medium of Māori other than for teacher training and some language and culture courses. There was no provision for an undergraduate degree or certificate in any subject other than Māori language or teacher training.

Māori Language Component Courses at Tertiary Institutions

Courses containing a strong Māori language component are given by subject in figure 7. "Other" included a certificate in tangata whenua tourism and a police generalist skills course.

Figure 7

Māori Language Component Courses by Subject

(N = 96)

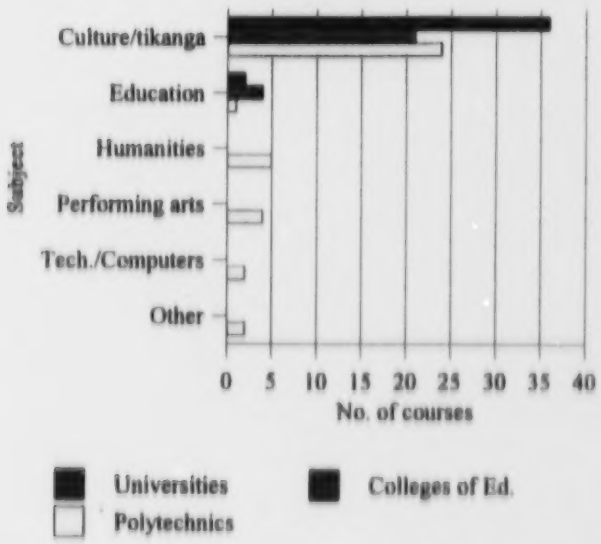


Figure 7 shows that Māori culture/tikanga courses were more likely to have had a Māori language component than other courses. It appears very few non-Māori specific courses were available with a Māori language component.

QUESTIONNAIRE RESULTS

This section analyses the returns from the questionnaire on Māori language courses run by non-TEI providers.

Returns from Te Puni Kōkiri Regions

A total of 135 questionnaires were returned from the Te Puni Kōkiri regions. Twenty-four of these were ineligible for analysis. The ineligible questionnaires were generally either for courses which were not clearly identifiable as Māori language courses or were "institutional courses", e.g., a kura kaupapa Māori or a TEI course. As well, several questionnaires were ineligible for analysis because of insufficient details. Questionnaires coded for statistical analysis contained information on 111 courses, and responses from 127 Māori language teachers. The number of questionnaires coded from each region is given in table 5.

Table 5

Number of Returns on a Regional Basis

Te Puni Kōkiri Region	Number of Returns (N = 135)
Whangarei	9
Tamaki Makaurau (Auckland)	20
Hamilton	11
Tauranga	2
Waiariki (Rotorua)	10
Whakatane	14
Gisborne	5
Taranaki	-
Hawke's Bay	10
Wanganui	7
Wellington	13
Blenheim	1
Christchurch	8

Number of Teachers per Course

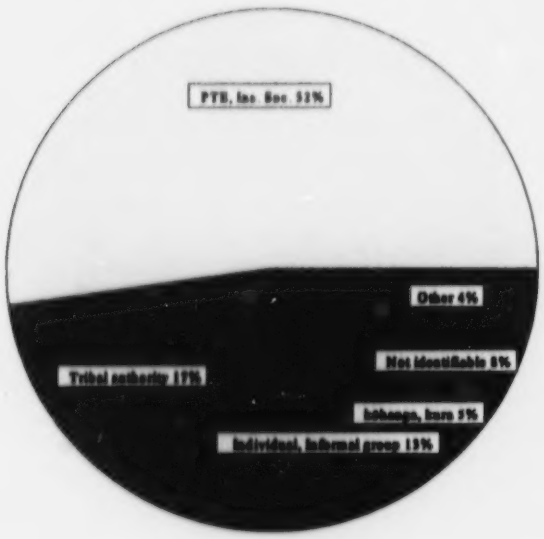
Data on 127 teachers were coded for statistical analysis. A total of 94 courses had only 1 teacher. Twelve courses had 2 teachers, 2 courses had 3 teachers, 2 courses had 4 teachers, and 1 course had 5 teachers.

Māori Language Course Details

Identity of Providers

The identity of course providers is given figure 8. "Tribal authority" included PTEs that were either iwi or marae based.

Figure 8
Māori Language Course Providers
(N = 111)



Sources of Funding

It appears the government is providing funding for most of the courses. Thirty-five courses were funded through TOPs, 12 courses received funding through the "Te tau o te reo Māori" grant, and 3 courses received funding through other Lotteries grants. Seventeen providers responded in general terms that they received funding through the government; others gave more specific details about government funding of courses. Thirty-four courses were funded through an NZQA-approved PTE, and 12 courses obtained funding through a non-approved (NZQA) PTE. Course funds obtained through a PTE or from the government may or may not have included TOPs funding.

Nine courses had funding which came through koha only. Four courses received funding through an iwi organisation.

Description of Programme

The majority of the 111 courses (55 percent) were not part of a structured programme. A structured programme was defined as a course leading to a certificate, degree, diploma, or an NZQA-approved qualification.

Nine courses were part of an NZQA-approved course. Three courses were part of an ETSA-approved course. Five courses were part of a diploma or certificate course. Five courses were based on Te Ataarangi. It was difficult to ascertain whether or not some of the other courses were part of a structured course.

A number of providers noted that they were waiting on NZQA unit standards for Māori language which, at the time of writing, were not available.

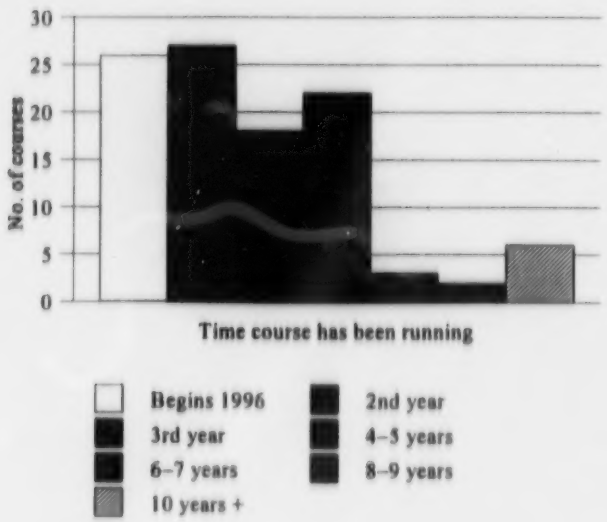
How Long Has the Course Been Running?

Figure 2 shows that 26 of the courses had commenced in 1996, 27 had begun in 1995, and 18 were in their third year. Seven courses had been running for over 10 years. Most courses had begun in the last 4 years. This is shown in figure 9.

Figure 9

How Long Has the Course Been Running?

(N = 111)



Will This Course Be Offered in 1997?

Ninety-eight (88 percent) courses will be offered in 1997. At least 4 courses would be offered if their providers obtained funding.

Is This Course Based on a Particular Dialect of Māori?

Sixty-seven courses (62 percent) were not based on a particular dialect of Māori. Courses which were based on a particular dialect are given in table 6. Dialects were generally taught inside their tribal areas.

Table 6

Courses Based on a Dialect of Māori

Dialect	Number of courses (N = 44)
Ngāpuhi	12
Tuhoe	7
Tainui	6
Mataatua	4
Te Arawa	3
Whanganui	3
Kahungunu	2
Ngati Porou	2
Tauranga Moana	2
Ngai Tamanuhiri	1
Turanga-nui-a-Kiwa	1
Te Waipounamu	1

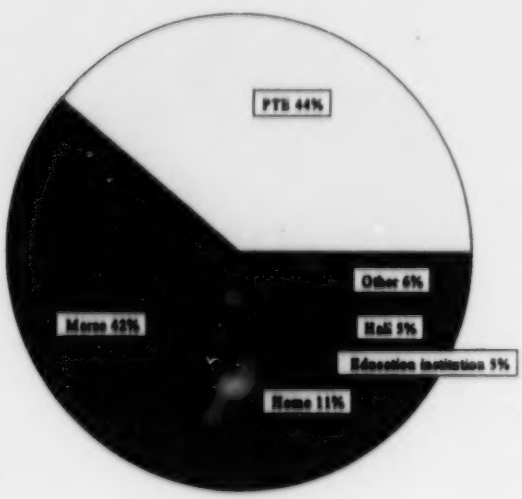
Location of the Course

The location of the courses is given in figure 10. Most courses were held at either a PTE or a marae. Some PTEs are marae based and are included in the "marae" segment of figure 10.

Figure 10

Location of Courses

(N = 111)



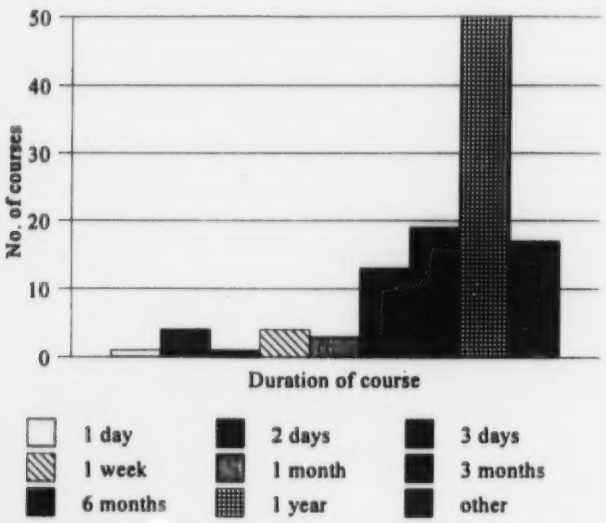
Length of Course

Of the 111 courses, 50 (45 percent) were year-long courses, 19 (17 percent) were 6-month courses, and 13 (12 percent) were 3-month courses. This is shown in figure 11.

Figure 11

Duration of Courses

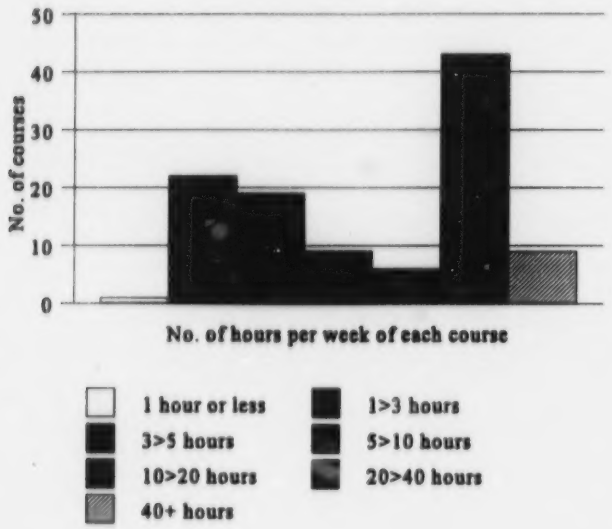
(N = 111)



Number of Hours per Week of Each Course

Of the 111 courses, 22 ran between 1 and 2 hours per week, 19 ran for more than 3 hours but less than 5 hours per week. These courses were likely to be in the evenings and aimed at those in full-time employment. Fifty-four courses ran for more than 20 hours per week. These were likely to be full-time and were likely to include TOPs programmes.

Figure 12
Hours per Week of Each Course
(N = 111)



Student Details

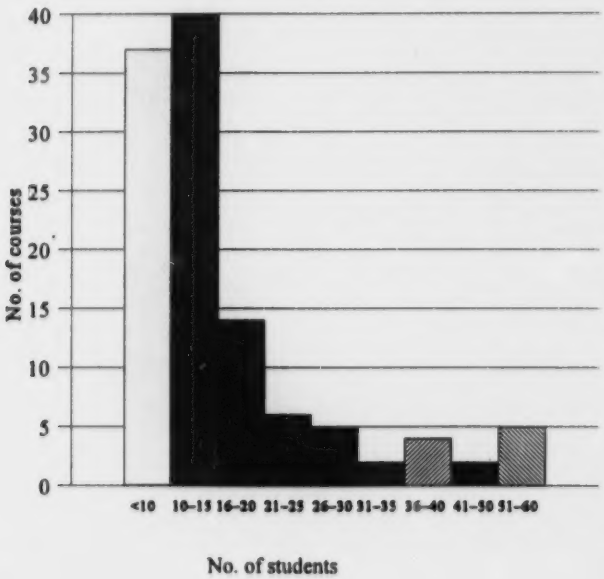
Numbers of Students in Each Course

Of the 111 courses, 77 courses catered for 15 or fewer students. These courses probably include the 35 TOPs courses which have restrictions on student numbers. Few courses accommodated large numbers of students.

Figure 13

Number of Students in Each Course

(N = 111)



Age Restrictions on Entry to Courses

Eighty-three courses (75 percent) had no age restrictions. Restrictions given included:

- seven courses, secondary school age
- six courses, at least 18 years old
- four courses, 18–25 years old
- three courses, kaumatua status

TOPs criteria state that recipients must be old enough to receive the unemployment benefit.

Formal Qualifications Required To Gain Entry to Courses

One-hundred-and-five (95 percent) courses had no formal qualifications requirement to gain entry to the course. One course required that students must have obtained school certificate. The other requirements were not identified.

Level of Fluency Required To Gain Entry to the Course

Ninety-six (85 percent) courses had no requirement for any degree of fluency in Māori to enter the course. Fourteen courses required some degree of fluency.

Other Entry Restrictions

Of the 111 courses, 35 courses were funded by TOPs, to which TOPs criteria applied. Other than TOPs criteria, entry restrictions were: hapū, iwi membership, 3; organisation membership, 1; and workplace membership, 1.

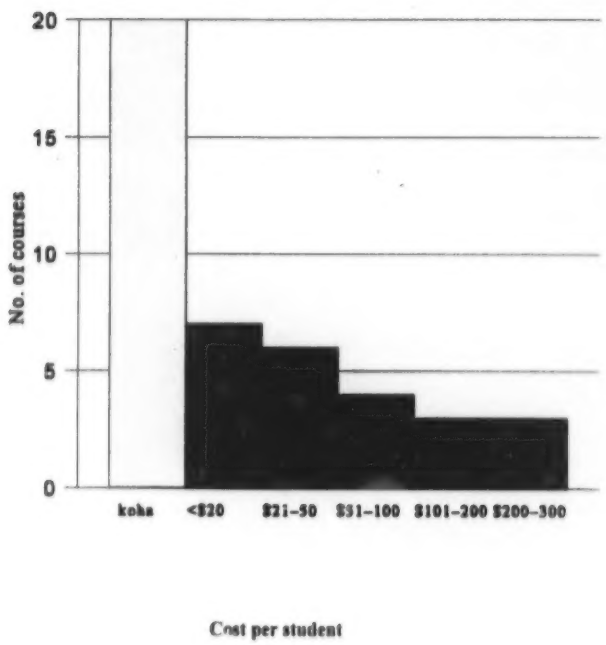
Costs of Attending the Course

Fifty-six (50 percent) courses had identifiable costs per student attending. Twenty courses had koha as one of the costs to the student. Seventeen of those 20 courses had koha as the only cost. TOPs courses were fully funded by the government. The identifiable costs per student are given in figure 14 below.

Figure 14

Cost per Student To Attend Course

(N = 53)

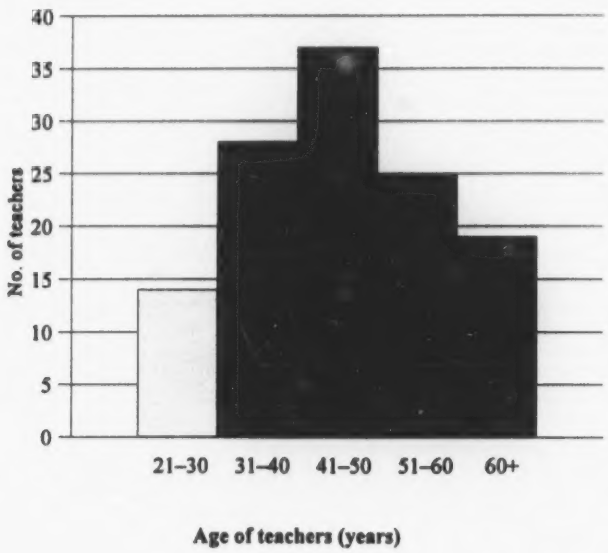


Teacher Details

Age of Teachers

There were 127 teachers in the survey. The age of the teachers is given in Figure 15.

Figure 15
Age of the Teachers
(N = 127)



Gender of Teachers

There were 66 female teachers (52 percent) and 61 male teachers (48 percent).

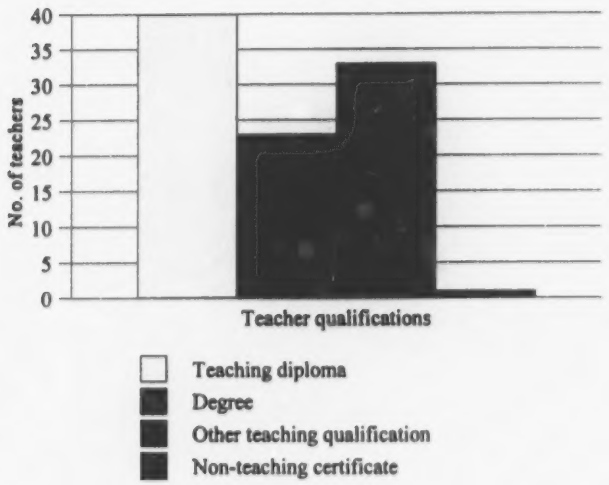
Ethnicity of Teachers

The vast majority of teachers were Māori. There was 1 Pacific Island teacher and 2 Pākehā/European teachers.

Formal Qualifications of Teachers

Of 127 teachers, 50 (39 percent) said they had no formal qualifications. The formal qualifications of the 77 teachers who stated they had a formal qualification are given in figure 16. Other educational qualifications included certificates related to teaching. There was no significant relationship between qualifications and age of teachers.

Figure 16
Formal Qualifications of Teachers
(N = 77)



Of the 77 teachers who stated that they had a formal qualification, 40 said they had a teaching diploma. Twenty-three teachers stated that they had obtained a degree.

Other Language Qualifications of Teachers

Two teachers were licensed translators/interpreters of Māori. Two teachers had gained Te Ataarangi's Pouako qualification. One teacher had gained a qualification in a language other than Māori.

Other Relevant Qualifications of Teachers

Two teachers stated that they were marae/iwi accredited to teach Māori. Thirty-four teachers noted that they were brought up in tikanga Māori.

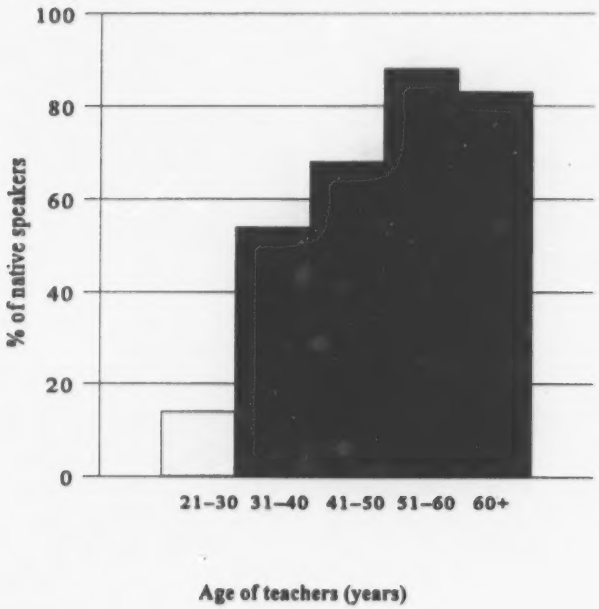
Native Speakers of Māori

Of 127 teachers, eighty-four (66 percent) claimed to be native speakers of Māori. This appears to be high. However, there were no comparable data on the percentage of native speakers in TEIs. There is a significant relationship between native speaker and age of teachers. Teachers who were 21–30 years old are much less likely to be native speakers of Māori. This is shown in figure 17.

Figure 17

Age Versus Native Speaker of Māori

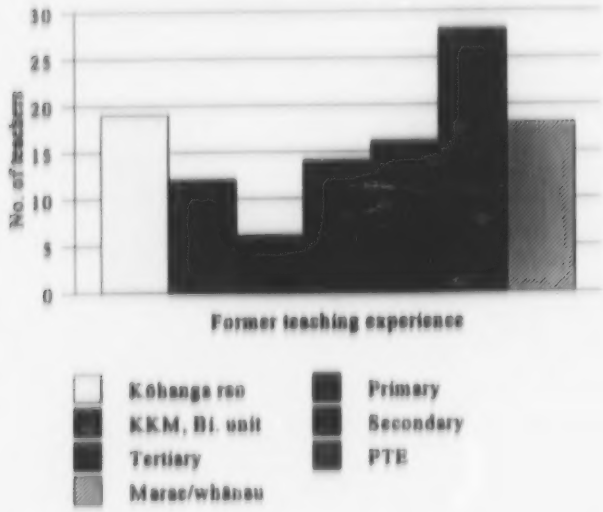
(N = 127)



Teaching Experience of Teachers

Of 127 teachers, 114 (90 percent) responded that they had previous teaching experience. This is shown in figure 18.

Figure 18
Teaching Experience of Teachers
(N = 114)

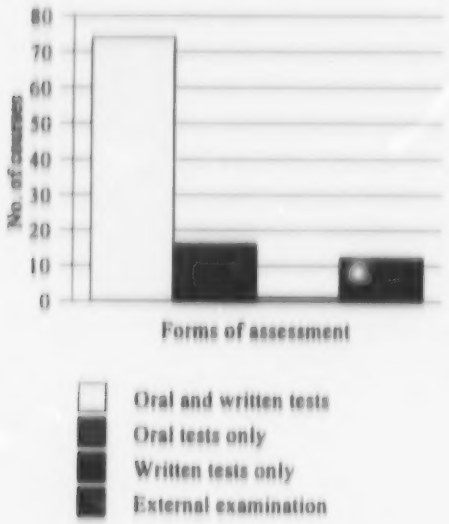


(KKM = kura kaupapa Māori, Bi. unit = bilingual unit)

Forms of Assessment Used in Course

Ninety-three (84 percent) courses used some form of assessment in the course. Forms of assessment used by teachers are given in figure 19. It should be noted that only 45 percent of all courses are part of a structured programme.

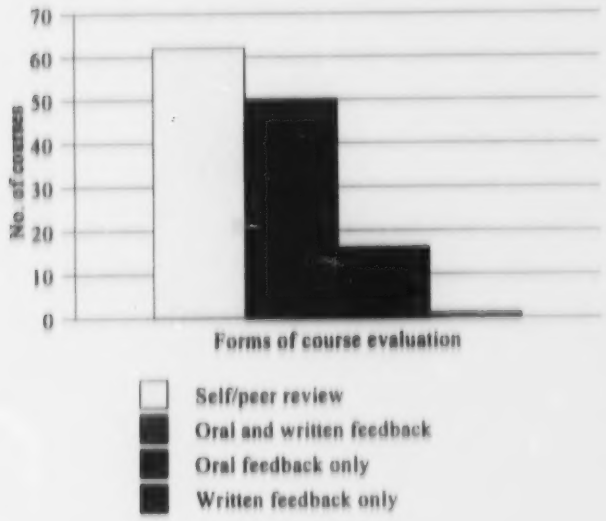
Figure 19
Forms of Assessment
(N = 84)



Forms of Course Evaluation

Ninety-six (86 percent) courses used some form of course evaluation. The most common method of evaluation was self/peer review, followed by written and oral feedback. The forms of evaluation are outlined in figure 20.

Figure 20
Forms of Course Evaluation
(N = 96)

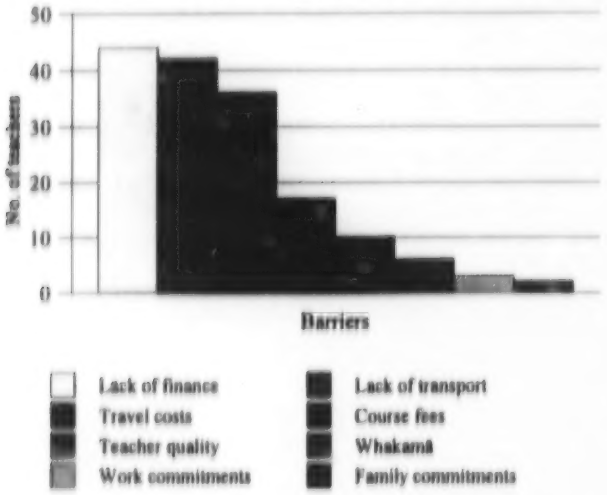


Barriers to Student Participation in Courses

The teachers were asked to note what they considered were barriers to student participation in courses. The most common barrier cited was lack of finance, followed by lack of transport and then travel costs. The barriers are outlined in figure 21.

Figure 21

Barriers to Student Participation in Courses



Teachers considered lack of finance to be the biggest barrier to student participation.

Comments on Teaching Māori Language

The questionnaire ended by asking respondents whether they wished to make any comments on the teaching of the Māori language. Ten respondents noted there was a shortage of Māori language teachers. Ten respondents noted there was a shortage of Māori language teaching resources. Four noted that there were currently no NZQA Māori units available.

Conclusion

Results from the questionnaire administered in early 1996 show 111 courses offering approximately 2200 students some of form of Māori language provision during the 1996 calendar year. The questionnaire demonstrates a need for further research on a range of related topics including:

- The lack of formal qualifications of Māori language teachers outside TEIs and the early childhood to secondary sectors.
- The lack of advanced courses in Māori language.
- The lack of connectedness of Māori language courses to formal qualifications.
- The issue of the lack of research-based instruments for assessing Māori language fluency and achievement.
- The barriers preventing Māori students from participating in Māori language courses.

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APPENDIX A

Te Puni Kōkiri Regions, 1996

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APPENDIX B

Questionnaire

Promotion of Te Reo Māori

January/February 1996

This questionnaire is part of the Te Puni Kōkiri research project which aims to undertake a stocktake of the provision of Māori language courses in the regions in 1996. The research will identify gaps in the courses and offer policy advice on how these gaps can be addressed to facilitate the promotion of the language.

The questionnaire is designed by Te Wāhanga Kaupapa Māori of the New Zealand Council for Educational Research (NZCER). NZCER is an independent organisation whose purpose is to promote quality education for New Zealanders through research and resources, advice and information.

The information gathered is strictly confidential to members of NZCER and Te Puni Kōkiri research team. Names will not be recorded on this document. However, an identification code will be allocated to you for administrative purposes. Individuals will not be identifiable in any report from this study.

Results from this survey will be given to Te Puni Kōkiri before the end of February 1996.

Information required to complete this questionnaire should be sought from Māori language providers, i.e., groups offering any form of Māori language course. Māori language providers may not be able to answer all the questions concerning their teachers. In such cases the information will need to be sought from the teachers themselves. This questionnaire should take about 20 minutes to complete.

The views and comments of participants are important to this project, but at any time they may withdraw their consent to participate. Participants may have access to any of the information they provide, at any time, to alter or correct any comments recorded.

INSTRUCTIONS

Please complete this questionnaire

by circling the correct response(s),
AND *by writing in the space provided.*

Section A: COURSE DETAILS Code [ ]

The aim of this section is to gather details on a particular Māori language course, whether the course is part of a programme, the location of the course, and the number of hours of the course, how often they are holding classes each week, the duration of the course, and the number of enrolments. Some organisations may run a number of courses concurrently, in this case a separate questionnaire will need to be completed for each course.

1) What is the name of the course?

_____ 1 1 2 3
_____ 4 5 6
_____ 7 8 9

2) What is the name of the organisation running the course?

_____ 2 1 2 3
_____ 4 5 6
_____ 7 8 9

3) Funding for running this course comes from: (tick one or more)

☐ a) Government (via tertiary institution)
☐ b) Lottery Grant 'Te Tau o te Reo Maori'
☐ c) Koha from students
☐ d) Lottery Grant 'other grant'
☐ e) Students' employers
☐ f) Private Training Enterprise (NZQA approved)
☐ g) Iwi organisation
☐ h) Private Training Enterprise (non-approved)
☐ i) Other **(please describe)**

_____ j 1 2 3
_____ 4 5 6
_____ 7 8 9

4) Is this course part of a programme? (e.g. certificate, degree, diploma, NZQA approved qualification etc.)

☐ a) Yes ☐ b) No ***(Go to question 5)***

5) Please describe the programme:

_____ 5 1 2 3
_____ 4 5 6
_____ 7 8 9

6) How long has the course being running?

☐ a) Begins 1996 ☐ b)2nd year ☐ c) 3rd year ☐ d) Longer than 3 years **(please state)**

e 1 2 3
4 5 6
7 8 9

7) Will this course be offered in 1997?

☐ a) Yes ☐ b) No

8) Is this course based on a particular dialect of Māori?

☐ a) Yes ☐ b) No ***(Go to question 10)***

9) Please describe the dialect:

9 1 2 3
4 5 6
7 8 9

10) Where is this course being held ? (tick one or more)

☐ a) Home ☐ b) Marae ☐ c) Workplace ☐ d) Other **(please describe)**

e 1 2 3
4 5 6
7 8 9

11) How long is the course ?

☐ a) 1 Day ☐ b) 2 Days ☐ c) 3 Days ☐ d) 1 Week
☐ e) 1 Month ☐ f) 1 Term (3 Months) ☐ g) 6 Months ☐ h) 1 Year
☐ i) Other **(please describe)**

j 1 2 3
4 5 6
7 8 9

12) Approximately how many hours per week is the course ?

☐ a) Up to 1 hour

☐ b) More than 1 hour less than 3 hours

☐ c) More than 3 hours less than 5 hours

☐ d) More than 5 hours less than 10 hours

☐ e) More than 10 hours less than 20 hours

☐ f) More than 20 hours less than 40 hours

☐ g) 40 hours (full time)

☐ h) Other **(please describe)**

_____ 1 2 3

_____ 4 5 6

_____ 7 8 9

Section B: STUDENT DETAILS

1) How many students does the course cater for :

☐ a) Fewer than 10 ☐ b) 10-15 ☐ c) 16-20 ☐ d) 21-25
☐ e) 26-30 ☐ f) 31-35 ☐ g) 36-40 ☐ h) 41-50
☐ i) 51-60 ☐ j) Other **(please state)**

k 1 2 3
_____ 4 5 6
_____ 7 8 9
_____

2) Are there age restrictions on entry to the course?

☐ a) Yes ☐ b) No ***(Go to question 4)***

3) What are the age restrictions?

☐ a) Secondary school age ☐ b) At least 18 years old ☐ c) 18-25 years old
☐ d) Kaumatua status ☐ e) Other **(please state)**

f 1 2 3
_____ 4 5 6
_____ 7 8 9
_____

4) Are there any formal qualifications required to gain entry to the course?

☐ a) Yes ☐ b) No ***(Go to question 6)***

5) What are the minimum qualifications required to gain entry to the course? (tick one or more)

☐ a) None required ☐ b) Prerequisite course ☐ c) School Certificate ☐ d) University Entrance
☐ e) Bursary/Scholarship ☐ f) Degree ☐ g) Other **(please state)**

h 1 2 3
_____ 4 5 6
_____ 7 8 9
_____

6) Are there requirements for some degree of fluency in Māori ?

☐ a) Yes ☐ b) No *(Go to question 8)*

7) What level of fluency in Māori is required to gain entry to the course? (tick one or more)

☐ a) Absolute beginner ☐ b) Able to understand a little Māori ☐ c) Able to understand Māori

☐ d) Able to speak a little Māori ☐ e) Reasonable speaker of Māori ☐ f) Other **(please state)**

g 1 2 3
4 5 6
7 8 9

8) Is there any other entry restriction to the course?

☐ a) Yes ☐ b) No *(Go to question 10)*

9) What are the other entry restrictions to the course? (tick one or more)

☐ a) Hapu /Iwi membership ☐ b) Organisation membership ☐ c) Workplace membership

☐ d) Other, e.g. (TOPS requirement, unemployed etc) **(please state)**

e 1 2 3
4 5 6
7 8 9

10) What are the costs per student of attending the course?

☐ a) Koha ☐ b) Less than $20 ☐ c) $21-$50 ☐ d) $51-$100 ☐ e) $101-200

☐ f) $201-$300 ☐ g) Other **(please state)**

h 1 2 3
4 5 6
7 8 9

Section C: TEACHER DETAILS

If there is more than one teacher teaching the course a separate form will need to be filled out for each teacher.

1) Please indicate the age of the teacher:

☐ a) Less than 20 ☐ b) 21-30 ☐ c) 31-40 ☐ d) 41-50 ☐ e) 51-60 ☐ f) 61+

2) Gender:

☐ a) Female ☐ b) Male

3) Please indicate the iwi/ethnic group(s) to which the teacher belongs to: (tick one or more)

☐ a) Pakeha/European ☐ b) Māori ☐ c) Pacific Island ☐ d) Asian

☐ e) Other **(please describe)**

_____ f 1 2 3

_____ 4 5 6

_____ 7 8 9

4) Does the teacher of this course have any formal qualifications?

☐ a) Yes ☐ b) No ***(Go to question 8)***

5) What are the formal educational qualifications of the teacher of this course? (tick one or more)

☐ a) Teaching diploma ☐ b) Degree ☐ c) Other **(please state)**

_____ d 1 2 3

_____ 4 5 6

_____ 7 8 9

6) What are the formal language qualifications of the teacher of this course? (tick one or more)

☐ a) Teaching diploma ☐ b) Degree ☐ c) Other **(please state)**

_____ d 1 2 3

_____ 4 5 6

_____ 7 8 9

7) **What are the other relevant formal language qualifications of the teacher of this course? (tick one or more)**

☐ a) Teaching diploma ☐ b) Degree ☐ c) Other **(please state)**

d 1 2 3
4 5 6
7 8 9

8) **What relevant skills (other than formal qualifications) does the teacher of this course have?**

8 1 2 3
4 5 6
7 8 9

9) **Is the teacher a native speaker of Māori ?**

☐ a) Yes ☐ b) No

10) **What teaching experience has the teacher had?**

10 1 2 3
4 5 6
7 8 9

11) **Are there any forms of student assessment used in this course?**

☐ a) Yes ☐ b) No ***(Go to question 13)***

12) **What forms of student assessment are used in this course? (tick one or more)**

☐ a) Oral test ☐ b) Oral and written test ☐ c) Written test ☐ d) External exam

☐ e) Other **(please describe)**

f 1 2 3
4 5 6
7 8 9

13) Are there any forms of course evaluation used in this course?

☐ a) Yes ☐ b) No *(Go to question 15)*

14) What forms of evaluation are used in this course? (tick one or more)

☐ a) Oral feedback/response ☐ b) Oral and written feedback/response ☐ c) Written feedback/response

☐ d) Self/peer review ☐ e) Other **(please describe)**

f 1 2 3
4 5 6
7 8 9

15) What do teachers and providers see as barriers to student participation in the course? (tick one or more

☐ a) Course fees ☐ b) Travel costs ☐ c) Lack of transport ☐ d) Reading disability

☐ e) Teacher quality ☐ f) Lack of finance ☐ g) Other **(please describe)**

h 1 2 3
4 5 6
7 8 9

16) Are there any comments the teacher wishes to make on the teaching of Māori language?

16 1 2 3
4 5 6
7 8 9

17) Are there any final comments you wish to make on . . . . . ?

17 1 2 3
4 5 6
7 8 9

Thank you very much for your time in completing this questionnaire.
Please send your questionnaire back to Te Puni Kōkiri head office
by 28 February 1996.